DOCUMENT RESUME

ED 358 539 EA 024 974

AUTHOR Smith, August W.
TITLE Leadership: Developing Leaders and Organizations.
PUB DATE 93
NOTE 6p.
PUB TYPE Journal Articles (080) -- Guides - Non-Classroom Use (055) -- Reports - Research/Technical (143)
JOURNAL CIT Updating School Board Policies; v24 n2 p1-4 Spr 1993

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Boards of Education; Elementary Secondary Education; *Leaders; *Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; *Leadership Training; Private Sector; Public Sector

ABSTRACT

According to a survey of over 1,200 public- and private-sector leaders, many new factors are reshaping present and future world leaders. Leaders are developed, not born, through experience and present situation characteristics. The test of leadership occurs during changing situations when risks must be taken. Leadership is an ongoing process of decision making, motivation, and innovation. Leaders do more than manage situations and people; they utilize them to meet challenges. Leaders also recognize the importance of coworkers and involve them in decision making. Instilling leadership qualities into the members of an organization so that they continue and flourish is another characteristic of a leader. The new influences of requirements, relationships, and resources are changing leadership. Developing leaders is an ongoing process and involves five stages: temporal leadership, transactional leadership, transitional leadership, transformational leadership, and total leadership. Each of these stages is defined and discussed in this article. (JPT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Updating School Board Policies

A component of the National Education Policy Network of the National School Boards Association provided to NSBA National Affiliates and NEPN subscribers

Volume 24/Number 2
Spring 1993

ED358539

In previous issues of Updating School Board Policies we have considered two elements of the four-fold thrust for leadership by local school boards advocated by NSBA. NSBA believes these four elements will ensure both excellence and equity in the public schools and are pivotal in keeping America free and first among the nations of the world as we enter the 21st century. The November 1992 Updating issue addressed VISION; the Early Winter 1993 issue discussed STRUCTURE. In coming issues, we will look at ACCOUNTABILITY and ADVOCACY. In this issue, in preparation for examining accountability and advocacy, we will look at the changing demands on educational leadership and some approaches for meeting those challenges. This article was written by a management consultant who has an education background, and has been adapted to meet the needs of local school board members.

Leadership: Developing Leaders and Organizations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

J. Floyd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

EA 024 974

BEST COPY AVAILABLE

Updating School Board Policies

A component of the National Education Policy Network of the National School Boards Association provided to NSBA National Affiliates and NEPN subscribers

Volume 24/Number 2
Spring 1993

In previous issues of Updating School Board Policies we have considered two elements of the four-fold thrust for leadership by local school boards advocated by NSBA. NSBA believes these four elements will ensure both excellence and equity in the public schools and are pivotal in keeping America free and first among the nations of the world as we enter the 21st century. The November 1992 Updating issue addressed VISION; the Early Winter 1993 issue discussed STRUCTURE. In coming issues, we will look at ACCOUNTABILITY and ADVOCACY. In this issue, in preparation for examining accountability and advocacy, we will look at the changing demands on educational leadership and some approaches for meeting those challenges. This article was written by a management consultant who has an education background, and has been adapted to meet the needs of local school board members.

Leadership: Developing Leaders and Organizations

by August W. Smith, PhD

Who are the most effective leaders today? What special traits and skills set leaders apart? What makes some leaders more effective or less effective? What styles and roles are needed in different situations? How can we prepare, as leaders, for the new changes and challenges of the 1990s and the next millennium?

These and other questions were recently asked of over 1,200 public and private leaders — executives, administrators, managers, politicians, commanders, middle managers and supervisors. Their responses indicate that many new factors are reshaping present and future leaders around the world.

This article reviews some of the key findings, paradigm shifts, and new challenges in order to permit better understanding of how requirements, relationships and resources affect leadership, performance and results.

August W. Smith is President of Development Dynamics, an Austin-based consulting firm that advocates public-private partnerships and interactive management. Dr. Smith is a former faculty member at the University of Texas and Texas A&M University.

Multi-dimensional Leadership

Leaders are made not born. Leaders are developed and shaped by their work requirements, background experiences, organization structures and working relationships, economic conditions and resources, internal and external cultures, and training and development opportunities.

The "acid test" of leadership occurs in changing situations and is often seen in the willingness and ability to take risks in handling certain tasks, exceptional problems and major crises. In fact, it is during tough times that real leaders tend to emerge. For such risk-taking, adaptive leaders will be needed to handle the rapidly changing situations and unforeseen challenges in the future in education.

Leadership and Luck

Leadership is partly a matter of luck — being in the right place at the right time. But there is no long-term luck, and real leadership begins where luck and chance stop. Leaders are people who can turn threats and problems into challenges and opportunities.

Leadership is a Process and Product

Leadership is an ongoing process and art of influencing people and motivating them to achieve desired results. Leaders help others contribute to shared goals. This includes empowering people (parents, school staff, community members and students) to participate in planning and decision making, and to introduce new initiatives and innovations with the goal of improving performance and results.

continued on page 2

Inside Updating. . .

Tips 'n Techniques ..... p. 5
What to do About Reporters

Trends ..... p. 8
Critical Thinking for Students and Schools

School Boards in the '90s p.15
Public Participation and Controversy

Policy Adviser ..... p. 16
Self-Orientation for New Board Members

Developing Leaders and Organizations from page 1

Ideally, leadership should be evaluated more in terms of objective performance, productivity and public accountability rather than on subjective views, personalities, perceptions, power plays and politics. Yet, in the real world, we need to understand how the political, behavioral, social and organizational sciences influence performance.

Leadership is More Than Management

Management is a "mindset," but leadership is a "spirit." Managers "do," maintain and/or manipulate resources; they provide continuity, stability and consistency in handling basic transactions and operations. Leadership is a more dynamic concept. Leaders are seen as those who "develop" people and other resources to meet present and future requirements. Leaders have a vision that allows them to think beyond immediate operations, to make things happen and move ahead; they build relationships and bridges to cross in the future.

Leaders are prepared to prevent problems instead of reacting to them. Leaders deal more with options and opportunities than with operations and obstacles; they are proactive in introducing changes needed for the future. Leaders emphasize improvements and innovations to make things better and more progressive and effective over time. Leaders are visionaries.

Leadership is Leverage

One of the respondents to our survey of leaders stated that "effective leaders leverage their results through others, just as financiers leverage capital to increase earnings and long-term return on investment." Leaders know their people and consider them assets. Leaders take the time to find out more about each person who works for and with them. Leaders share their power and empower others to obtain their full cooperation and commitment.

When a real leader is in charge, everyone wins. Others get a chance to prove themselves, and the more subordinates look good, so do their leaders. As mutual interactions and trust increase so do loyalty and real teamwork. Results are often unexpected and may be synergistic. The more freedom and options we provide to people, the greater their potential contributions in groups and organizations. The current effort in school settings to empower teachers and parents provides a starting point from which we can begin to utilize all human competencies and resources to their full potential.

Leadership is a Legacy

Real leaders leave a legacy that often lives beyond their time in a given leadership position. Leaders instill their concepts and techniques in others. As these leadership values become more entrenched they spread throughout the organization. What works well gets copied and is emulated by more people. Enthusiastic leadership renews organizations as its living legacy.

Two examples demonstrate the power of a leader's legacy. Booker T. Washington, preeminent black educator, introduced ideas and values that have influenced the development of character education throughout the American education system. Perhaps less well known by name is Swiss educator Johann Henrich Pestalozzi. Pestalozzi promoted allowing children to learn and develop at their own individual ability levels, stressed the importance of education for citizenship, and advocated education as a government responsibility rather than a church function. His ideas had a significant impact on Horace Mann, the champion of free public education in the United States.

New Leadership Paradigms

We are witnessing major shifts in traditional leadership practices and profound changes in many organizations, from corporate boardrooms to local boards of education. Old paradigms or prevailing ways of seeing and doing things are changing in both public and private organizations, in different work cultures and environments and in countries around the world.

New realities in leadership are evident in terms of requirements, relationships, and resources. Without requirements, there is no reason to lead. Without relationships, requirements cannot be realized. Without resources, no activities can occur. It is the interplay between these three Rs (requirements, relationships, resources) that determine "the big R" — results.

Requirements reflect both continuing and changing demands in varying degrees.

Traditional views emphasize continuity and stability in meeting requirements. Modern paradigms emphasize continuous change as the normal expectation for school boards. One need not look far in public education for challenges/requirements — site-based management, choice, year-round schooling — and their attendant relationships and resources.

Continuing requirements indicate stable and routine operations and situations, and changing requirements in-

continued on page 3

Updating School Boards Policies is published eleven times annually and provided to every Board member and the policy administrator of school districts that participate in the National School Boards Association's National Affiliate Program or subscribe to NSBA's National Education Policy Network. NEPN Staff: Michael E. Eader, Associate Executive Director; Adria L. Thomas, Director, Research and Management Services; Karen Powe, Editor; Dottie Gray, Clearinghouse Manager. Editorial Board: Susan Butler, Sally Zakariya, Lynne Glassman.

Opinions expressed in and by *Updating* do not necessarily reflect positions of the National School Boards Association.

Copyright 1993 National School Boards Association. All Rights Reserved. Permission to reprint articles may be requested through the editor.

NSBA President
William Soult

Executive Director
Thomas A. Shannon

Deputy Executive Director
Harold P. Seamon

Associate Executive Directors
Don E. Blom
Michael E. Eader
Jeremiah Floyd
Susan P. Merry
Michael A. Resnick
August W. Steinhilber

Developing Leaders and Organizations from page 2

dicate uncertain and non-routine operations and situations. Every leader faces decisions on how to balance the forces for continuity and for change. To change too little or too slowly is to stalemate operations, maintain the status quo, or even regress. Yet, to change too much or too rapidly can disrupt operations and cause discontinuities, disruptions and divisions.

Relationships are especially changed by the new leadership paradigms. In the past, positions and job descriptions often emphasized segregated, partitioned, isolated and specialized roles and duties rather than roles which required interaction with other internal and external individuals and groups. The result was that decisionmakers often made decisions without understanding how those decisions affected others.

Roles for today's leaders include developing relationships that involve internal and external parties and building the trust and teamwork needed to insure cooperation and commitment. The new paradigms emphasize expansion of the decisionmaking role to include not only the primary decisionmakers, but those on whom the decisions impact.

More and more, those who are affected by decisions are being encouraged to take on more roles to increase their involvement and participation and to become full partners in the process. Participating empowers people more completely because they see the "big picture" and larger systems at work.

The ideal in developing relationships is to forge internal and external networks and join them in partnerships to ensure a proper balance and overall perspective, such as the Community Alliance Program in the **Utica (MI) Community Schools**. The school district's efforts in coalition-building have resulted in a partnership between civic, government, social service, business, and parent groups. The district has been recognized on the state and national levels for the work they have done in fostering and improving connections between the schools and the communities they serve.

Resources represent the materials available to work with to achieve results. The way managers and leaders view resources is also undergoing major paradigm shifts. Earlier assumptions of abundant and inexpensive resources are giving way to the new realities of limited and costly resources. In a school setting, traditional low wages for teachers and basic facilities are giving way to higher salaries and sophisticated technology.

Of course, all resources have capacities and limits. There are limits to what people can do in different situations. There are different capacities for handling information, funding, technology, materials, work methods, facilities, processes and systems as resources. It makes little sense to have highly competent personnel and not give them the tools to use their special skills efficiently and effectively. Also, it makes little sense to develop extensive facilities and information systems when personnel do not know how to use their special features to capacity. Is this not a challenge facing many school boards?

The best leaders relate human competencies to other resource capacities to insure that they get the most out of all available resources. This often involves some give and take between different resources and avoiding reliance on any one type of resource.

Developing Leaders

Developing leaders and the organizations they guide is a never ending, dynamic process. Because internal and external requirements, relationships and resources are ever changing, the skills, roles and styles leaders use and rely on must also change to meet the latest needs.

Leaders need to learn how to deal with different types of requirements, how to develop different kinds of relationships and how to coordinate different types of resources. We call this "leadership learning," and it involves five stages of development.

While there are a variety of leadership styles, effective leaders move between the various approaches, using them all at some point. In the following paragraphs, we present the five leadership styles that are commonly observed. As education leaders, each approach may be appropriate depending upon the situation you are facing.

1. *Temporal leadership* involves immediate concerns and pressing problems. An *intervention* approach is most useful in temporal leadership situations where problem solving, crisis management and negotiation skills are needed.

The *intervener* style leader is dominant, directed and reactive. This is Leadership by Direction. The leader determines what is needed and when, where and how to do it. The leader focuses on immediate pressing problems and concerns and corrects problems as they occur. *Interveners* emphasize authority, responsibility and physical work conditions and safety-security needs. There is often little interaction with others.

2. *Transactional leadership* focuses on ongoing operations, concerns and exceptions to standard operations. This involves an *implementation* approach. The *implementer* style leader is consistent, cautious and current. This is Leadership by Definition. The leader defines requirements and maintains standards by coaching subordinates. The *implementer* strives for stable operations, schedules and performance.

Implementers emphasize accomplishment, efficiency, social order and safety-security needs like *interveners*. There is a codependent relationship between *implementers* and others with whom s/he much keep in touch to accomplish the work. This is basic management but limited, defensive leadership to maintain existing standards and operations and set requirements, relationships and resources.

continued on page 4

Developing Leaders and Organizations from page 3

3. *Transitional leadership* marks a critical turning point in leadership. It is the shift from primarily defensive management and maintaining operations to improving operations. Emphasis is on continuous process improvement in all performance areas, and the leader is usually an *improver*.

The *improver* style leader is supportive, caring and participative. This is Leadership by Dedication. The leader consults with subordinates in setting and adjusting their work requirements and standards. Cooperation between people and units is encouraged to make everything better. This means interaction with *implementers* and *interveners* to prevent problems.

Feelings and interpersonal relationships are important to *improvers*. They emphasize acceptance, equity and more options, and social belonging, esteem and recognition needs. There is a healthy counter dependence which accepts different viewpoints from both leaders and followers.

4. *Transformational leadership* builds upon earlier incremental improvements to now address areas where major changes and innovations are needed and are possible. It is important to note that without greater participation in adjusting operations, most managers and leaders and their followers will not recognize the need for major changes and will resist them. The *innovator* style of challenging people and delegating decisions to lower levels where new actions and initiatives are needed helps make this happen.

The *innovator* style leader is creative, proactive and inventive. This is Leadership by Delegation. The leader challenges each person to come up with new standards and ways of meeting work requirements. Individuals can take risks and fail without being branded. Both leaders and followers are expected to consider external relationships and competition in coming up with new initiatives.

The *innovator* emphasizes autonomy, opportunities, self-determination and partnerships. There is a high degree of follower independence and more self-directed work teams. This is proactive, fully offensive leadership.

Note the progression from being an *intervener* or defensive trouble shooter and fire fighter, largely correcting past problems and exceptions, to also being an *implementer* responsive to current operations and needs. Recognizing pressing problems and dealing with current operations often take most of the time and attention of supervisors and leaders. As leaders advance, there is an added impetus to prevent problems and anticipate future operations and needs. This requires learning to use the *improver* and *innovator* styles and to integrate them into overall management and leadership practices. The improver and innovator styles should be used by leaders at all levels.

5. *Total leadership* goes beyond proactive changes and innovations to fit them into the overall management and leadership situation. It is possible to challenge people and still not coordinate them to best advantage. Total leadership means understanding all the other styles and roles and making appropriate tradeoffs between them.

It means balancing concerns for continuing and changing requirements, for building cooperation and joint partnerships, and for allocating and using human and other resources to maximize competencies and all resource capacities.

The *integrator* style leader is best able to perform total leadership. The *integrator* is interactive and emphasizes coordinated teams, a common vision and shared identity. This is Leadership by Design and Development. The *integrator* recognizes that different approaches and models are important in different situations, but that multiple styles better meet the needs of the overall situation.

Integrators emphasize overall achievement and accountability, effectiveness and excellence. They focus on overall needs and priorities. The emphasis is on balancing the forces of continuity and change and cooperation as they affect individuals, groups and organizations.

The *integrator* emphasizes interdependence as the highest form of leadership. *Integrators* also tend to utilize resources well because they are aware of overall requirements, relationships and resources to meet major priorities and to prepare for the future.

In Good Times and Bad

It is easier to be a progressive, offensive leader in good times. Yet, the paradox is that more offensive leadership is needed in hard and trying times. While most leaders want to progress to higher levels of leadership, they often are forced to regress to lower levels to keep things going. Most leaders integrate styles and roles.

Progressive leaders are more likely to be found in progressive organizations with cultures that encourage and recognize and reward continuous change, improvement and innovation. Leadership styles and roles often reflect organization traditions and experience to date.

Leadership is a critical resource in every organization. Leaders contribute in multiple ways to make new realities possible. Real leaders make a lasting difference — they leave a living legacy that continues to grow and develop in many other careers and lives.

If we truly want to achieve improvement in our educational system and, thereby, in the lives of our citizens, we must develop and support educational leaders. School board members who possess vision, who understand and develop structures that reflect their visions, who demand accountability and are accountable themselves, and who are effective advocates for education are the leaders we want and need. Such leaders are the embodiment of multi-dimensional leadership, and represent the best of leadership.

American education deserves no less. ■